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The program's purpose was to raise pupil's academic achievement, increase the professional growth of the staff, develop pupil potential, bring enrichment to both children and the community, and develop a wholesome, harmonious, and intelligent relationship between the school and the community.

Staff evaluations of the program revealed definite progress in language arts and arithmetic. With regard to teacher-pupil relations the consensus was that classroom relations had been wholesome and that the children were generally cooperative and courteous. Teacher-parent relations were judged by all to be wholesome and helpful.

The assistance of the language laboratory teacher, the reading adjustment teacher, the science collaborator, consulting teachers, the speech teacher, and home-and school-community coordinators was helpful and beneficial to the program. Expansion was projected for the in-service programs, school-wide drives, health program, physical education program, connseling service, and after school activities. School-community coordinators reported that the Home and School Association's meetings were constructive and informative, as were the discussion groups. Communication between the school and the community had remained good.

Suggestions were made for continuing the curriculum in the areas of language arts, spelling, handwriting, functional and creative writing, spoken language, arithmetic, social studies, and the arts. The homogeneous grouping of children should be continued, and, with regard to staff growth, small group or grade meetings should be emphasized. In-service programs and special services should be expanded.

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ERIC Form 1

GREAT CITIES SCHOOL IMPROVEMENT PROGRAM

SCHOOL DISTRICT OF PHILADELPHIA

BEACON PROGRAM

EVALUATION SUMMARY - 1962-1963

PROJECTED PROGRAM - 1963-1964

James R. Ludlow School

Master at 6th Street

Philadelphia 22, Pa.

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Ludlow School

A SUMMARY OF STAFF EVALUATIONS

1962 - 1963

This PROGRESS REPORT is divided into two major sections. The first is a summary of staff evaluations, and the second is a projected program for the year 1963 - 1964.

Your individual evaluations and the projected program have been completed with the major objectives of our BEACON PROGRAM in mind. You may recall these are:

1. To raise the academic achievement of our pupils.
2. To increase the professional growth of our staff.
3. To develop pupil potential and to raise self-image.
4. To bring enrichment and background to our children and our community.
5. To develop a wholesome, harmonious, and intelligent relationship between our school and our community.

Sincere thanks is due the staff for the generally fine, thoughtful individual evaluations. It is recognized that our school summary can be no more effective than the ability of our staff to analyze what has happened in our program. Your material has clearly indicated not only what we have accomplished, but it has established guide posts for future direction .

Wherever possible, considering limitations of time and money, your suggestions have been incorporated. Often we have included minority opinions because we felt these were of significant interest and worth.

It is our hope this pamphlet will provide a positive indication of our past direction, and will guide us in our future.

..... Your Evaluation Committee

I. Progress in Language Arts

A. Spelling

1. Consensus is that the program was excellent.
2. In-service techniques and materials were invaluable.
3. Children acquired greater confidence in Spelling.
4. Most teachers felt that notable progress has been achieved.
5. Three teachers felt children improved very little due to unique classroom problems.

B. Reading

1. Consensus is that notable progress has been made.
2. Three teachers with unique problems felt that progress was limited.
3. A first grade class which was the pilot for new Scott-Foresman series made significant gains in comprehension and expression. The intensive effort of the children was reflected in excellent test results.
4. Children of our Enrichment Class and others from Room 309 made outstanding progress.
5. Careful testing and homogeneous grouping of children throughout school aided the program immensely.

C. Handwriting

1. All teachers felt that handwriting had improved.
2. Several teachers felt that children could have made better progress.
3. Many teachers were concerned about carry-over; where children write beautifully during the formal handwriting lesson and then revert to handwriting of a lesser quality.
4. In-service techniques and materials were instrumental in improving handwriting skills.

D. Written Expression

1. Consensus is that it is one of our most significant areas of growth.
2. Fine display of poems submitted by our Enrichment Class.
3. Six poems submitted to Grade Teacher from one of our first grade classes.

4. Awards our children received at North City Folk Festival.

5. The expressive communication of children through letters sent to classes to show appreciation for performances in assemblies, intervisitation with other schools, invitations to classes to participate in phases of the class program, and letters to the principal has fostered wholesome relations within our school.

6. The techniques developed in our in-service program proved to be of great value.

7. Three teachers felt that progress was limited due to handicaps of the class that limit expressive writing.

E. Arithmetic

1. Consensus indicated that our Arithmetic Program produced positive results.

2. 22 of 27 teachers reported improvement.

3. Five teachers reported limited progress due to many factors.

4. The kindergarten was able to evidence positive results through the acquisition of more materials. Children counted to 20, knew the numbers of the calendar, and counted play money.

5. Classes in the first grade were able to go far in advanced enrichment areas. The new arithmetic, equations, geometric forms, number line, etc., proved of interest.

6. One second grade class went from a standard score of 4 to a standard score of 7.

7. A third grade teacher stated that for the first time in many years, the class had mastered the first nine tables, addition, and subtraction combination. Every child is two levels above the requirement for the grade. The improvement of the children was gratifying. The "Problems" test results were better because the children were reading better.

8. The test results of many teachers were significant. Many classes have made outstanding improvement.

II. Teacher - Pupil Relations (Room)

A. The consensus is that room relations have been wholesome.

B. The children are generally co-operative and courteous.

C. Teachers' comments:

1. "My rapport was good. I felt with the children a genuine enthusiasm and pride in their achievement."

2. "I have evidenced a co-operative atmosphere. There was evidence of mutual respect."

3. "Many former students return to discuss their problems with me. Many of my children feel that the classroom is the only place of security."

4. "The children have made many sacrifices to save money for my birthday party."

5. "My children were somewhat immature and exceedingly quarrelsome. This did not, of course, allow for the best rapport."

III. Teacher - Parent Relations

A. The consensus indicates that this relationship was a wholesome helpful one.

1. Parents have co-operated well.
2. Parents have helped to improve work and progress of the children.
3. Notes generally have received prompt response.
4. "Open House" attendance has steadily improved.
5. Parents have supported special projects of the school; such as luncheons, special drives, ironing of robes, aiding teachers on class trips, serving as Room Mothers, and serving in other ways depending upon the need of our teachers.
6. Many teachers have interviewed the parents of all of their children.
7. Greater participation in Home and School Association meetings.
8. Home visitations by some teachers have increased rapport.
9. Some resistance has been evidenced in teacher effort to improve cleanliness of children.
10. There has been a lack of consistency in providing money for the Milk Program of kindergarten.

IV. Teacher - Pupil Relations (Other Than in Room).

1. Consensus indicates that the relationship with children other than those under the direct supervision of the teacher has been generally good.
2. Teachers felt that a sense of fairness has greatly enhanced favorable relationships.
3. Areas of concern mentioned by five teachers:
    a. "Children are insolent, have the attitude that you are not my teacher, and that you have no right correcting them."

b. "Many do not respond to correction."

c. "Many shout at dismissal, and have formed undesirable attitudes in assemblies, yard, and stairways."

d. "Many are often forgetful of the common courtesies."

4. One teacher stated that it is important to realize that any child at Ludlow at any given time of the school day can be your pupil, your responsibility if you communicate merely by the universal language of a smile.

V. Report of Assistance From Many Sources.

A. Language Laboratory Teacher

The Language Laboratory Teacher has been an asset to the program. Her demonstrations in classrooms produced a comfortable, pleased feeling of great satisfaction. She verified many reading programs. Her efforts in explaining Reading techniques, distribution of reading materials, and assisting teachers in the areas of poetry, creative writing, handwriting, spelling, phonics, etc., has helped our staff to improve their competencies in the Language Arts. She has worked faithfully with the Language Arts Consultants, and the children thoroughly enjoyed the Literature Enrichment Programs. On many occasions books were sent to teachers to use to intensify their Language Arts Program. The careful testing of the children for proper group placement proved a valuable asset to our Reading Program. Children in our Literature Enrichment class won honors at the North City Folk Festival. Her service has been of great value to our school.

B. Reading Adjustment Teacher

Working hand in hand with the Language Laboratory Teacher, she has been a vital part in aiding the growth of our children in Reading. In directing the Remedial Reading Program, she has been able to help children grow more rapidly in reading skills. Her work in distributing books to classes has been excellent. Her aid in testing and grouping the children has proved invaluable. She assisted the Language Laboratory Teacher in the Literature Enrichment Program. She demonstrated in classrooms and provided materials for teachers. Her wholesome attitude and untiring effort to assist teachers was significantly identified and appreciated by the entire staff.

C. Science Collaborator

The consensus is that the demonstrations were good, but not nearly enough. Most teachers feel that this is an area in which we need to concentrate. In our planning for the coming year, we are looking into securing more aid through workshops, demonstrations, and consultations. We are endeavoring to have the Science Collaborator visit our school more systematically.

D. Art

Our clothesline exhibit was an excellent kickoff for expansion of our Art Program. Many teachers expressed a desire to do this yearly. Miss Giordano boosted our effort through acquiring additional materials and aiding teachers individually. Mr. Bacon also contributed to the growth of our teachers and children in the various phases of art. Many teachers would like to have more demonstrations in the classrooms this year.

E. Social Studies

Our teachers would like to expand their teaching of the social studies. Mrs. Spotwood has aided many of the new teachers and has given some assistance to our more experienced teachers. This is an area of concern, and we are hoping that through our new collaborator, we shall be able to increase our depth.

F. Language Arts Consultants - In-Service

There are no words adequate enough to relate the feelings of our teachers toward the work of Miss Kravitz and Miss Ciotti, our Language Arts Consultants. Their materials, techniques, and curriculum planning in the language arts enabled our teachers to do a better job. Our evaluation brought forth these notable comments

1. "Their comments of approval provided much satisfaction to me in work in the classroom."
2. "They are the heart of our Beacon Program."
3. "Their techniques are so practical and realistic."
4. "They are two energetic and thorough workers."
5. "The two turtles presented to my class by Miss Kravitz is an indication of her sincerity and kindness."

G. Arithmetic

Mr. Rosen brought many new ideas that aided our children in the growth of number facts. Many of his ideas were interesting and gave much variation to the teaching of number combinations. He demonstrated, briefly in some instances, in all classes. Our school generally made much improvement in number facts. Many teachers felt that they could have made more progress if he had touched upon other areas in which they needed some assistance. We are hoping this year to meet more of the needs of the unique problems of each teacher.

H. Consulting Teachers

Mrs. Griffin and Mrs. Spotwood have been of valuable assistance to our new teachers in solving many of their problems. One teacher stated, "It gave me reassurance to know that I had someone to call on for help." Our Consultants gave assistance to our more experienced teachers whenever asked. Their program has been a vital part of our over-all school program.

I. Counseling Teacher

Louise James is an asset to intergroup relations with her professional objectivity. She has been excellent in obtaining positive results. The children are blessed to have such a friend.

Her efforts include contacts with:

1. Parents - conferences
2. Homes - visits
3. Police
4. Society To Protect Children From Cruelty
5. Authorities
6. Psychiatrists and Psychologists

The school is fortunate to have such an outstanding personality.

J. Family Living Teacher

Mrs. Hyman did an outstanding job. She worked diligently to improve the social graces of our children. She provided learning experiences for the entire school. The Family Living Room was pleasantly decorated. Mrs. Hyman with her gracious personality will be deeply missed.

K. Attendance Officer

Mr. Hoggard did a thorough job in attempting to improve poor attendance of some of our children.

L. Speech Teacher

Miss Rubin aided many of our children with speech defects.

M. Nurse

Many teachers commented favorably on the assistance provided by our nurse.

N. Secretaries

Our secretaries did a commendable job, assisting teachers through reminders, and serving the school through continuously keeping an adequate system of records.

O. Home and School Community Co-ordinators

The work of our Co-ordinators, Mrs. Deane and Mrs. Garrison has been of significant value to the Beacon Program. Their many services rendered to teachers have been greatly appreciated. The contacting of parents, their aid in organizing school-wide programs, and their influence in the community, have enabled our Home and School Association to become a better one.

P. Buddy Teachers

Many teachers found this system to be most helpful. The sharing of ideas and techniques whenever time would allow has proven beneficial.

VI. Forward Look

A. Programs to be Continued

1. All phases of the program. Such areas as in-service program, Saturday trips, afterschool activities, enrichment program and classes, language laboratory etc.

B. Programs to be Expanded:

1. In-Service to more classroom lessons and demonstrations. More of 'how' instead of 'what' to allow for greater concentration on techniques already acquired. Teachers would like more time at in-service meetings. Some teachers would like additional help in outlining, study-help, carry-over, and retention of information.

2. School-Wide Drives in courtesy, respect, obedience, enforcement of policy, and environmental cleanliness.

3. Health Program needs to be revised to meet more needs of the children, and for the nurse to speak in the assemblies on various health topics.

4. Physical Education Program - There is a need for help in the individual classroom. Teachers are aware of the importance of physical education daily and would like more assistance in programming.

5. Human Relations Committee - Expand to the community. Teachers would like to see an active committee functioning to meet the needs of the school.

6. Counseling Service - Teachers would like to see children's needs met more readily. In many instances there is a lag between request for psychiatric examination, examination, and placement of children who need special help.

7. Music - Teachers express a desire to have the Music Supervisor visit the individual class room to give individual help.

8. Assemblies - A greater effort in planning to involve music appreciation, speakers, and school-wide activities. Songs to be carefully selected to allow for greater pleasure and variance. Beacon song to be sung more.

9. Arithmetic - Most teachers want additional help in arithmetic in areas not covered during the past year. They would like to have concentration on the individual weaknesses to allow for greater improvement. Demonstrations in these areas would prove beneficial.

10. Science - More demonstrations, and more visits by our collaborator. Buddy teaching has been successful in some instances and might aid other teachers who are willing to participate.

11. Community Co-ordinators - Teacher would like to have more involvement of parents in the activities of the school. Many expressed a desire for more interviews. We are hoping to acquire a better look at the community needs through the interpretations and efforts of our Co-ordinators.

12. Afterschool Activities - Greater involvement of our children in the activities. Some teachers expressed a desire to have a subcommittee look into the planning of activities and the selection of children. They feel that this would allow our activities to function more efficiently. The subcommittee would also examine the value of activities in academic skills. We are striving for better participation through a carefully planned program. Teachers have expressed a desire to do additional work in interpretive dancing, art and public speaking.

13. Enrichment Program - Greater concentration and effort by specialists and teachers to meet the needs of our underachievers.

C. Programs to be Improved

1. The co-ordination of homeroom teachers and enrichment program people in regards to marks, plans, etc. should be improved. Discussion of plans and mutual understanding will produce a better working relationship.

2. Teachers expressed a desire to have the language laboratory a free place of access in which they can visit to observe, question, and secure books and information to bolster the classroom program. They also indicated a desire to see new films in the Literature Enrichment Program.

3. Teachers expressed a desire to have placement of our children with unique problems more efficiently handled. The delay occurred in placement, in many instances, have presented unusual problems for the teacher, the class, and the children involved.

4. Fewer classroom interruptions.

5. Last minute changes of which teachers and parents are unaware.

Interesting Programs or Projects

Kindergarten

- Visit to Academy of Natural Sciences
- Visit to Zoo
- Visit to Aquarama
  - riding by the docks and seeing many boats
- Hallowe'en
  - paper bag masks
- Planting of seeds in the spring,in milk cartons
  - plants identified by name printed on tongue depressors (children took plants home after two weeks)

First Grade

- Experience context stories
- Study of changing seasons
  - observing the city from the roof
- Bus trips to the park in spring and fall
- Unit on pets
  - visit to Society for Prevention of Cruelty to Animals followed by assembly program and talk given by Mr. Hudson, member of the above group
- Spatter paint designs, pencil drawings, sponge painting on paper, cut-paper-work
- Word-hunts from ordinary newspaper

Second Grade

- Class poems for secretaries on National Secretary Day
- Writing of class song which was sung in assembly

- Making of gifts for Family Living teacher and aid in decoration of room.
- Parade of visiting pets which aided creative expression

Third Grade

- Bookmobile
  . used honor roll - over 95% of class participated
- Library Day
  . project which stimulated use of library
- Teacher Training Program
  . which was most satisfactory and stimulating
- Art Show
- Growing plants for Mother's Day Gifts
- Easter program involving 15 parents who made costumes
- Writing and mailing of letters to parents in regard to the evening Meeting, which produced a wonderful response
- Units on social behavior and etiquette.

Fourth Grade

- Games with other classes to stimulate speed and accuracy in arithmetic drill
- Television programs
- Interclass participation in science games

Fifth Grade

- Read aloud periods
  . included myths, fables, legends, etc.
- Construction of a simplified electric motor
  . generators and toys were brought in
- Cut paper mural
  . involving unit of'Westward Travel of the Pioneers'
- Science Project
  . planting and growing of seeds
- Art
  . various media - copper, burlap, water color, amd sponge painting

Sixth Grade

- Bell Telephone visit
- Miss East's visit
- Visit from Mayfair School
- Paper sculpture
- Visit to Hamilton School
- North City Folk Festival
- Series of Socio-Dramas with aid of Mrs. Griffin
- Construction of Hawaiian leis and bracelets
- Game "password" to stimulate reading, spelling, and use of dictionaries
- Physical education to music.
- Variable techniques in arithmetic drill which stimulated speed and accuracy

Retarded Educable

Health and Safety Program
Hobbies of children were involved in class planning
Use of records
Birthday party given for teacher by children

Special English

Student-Teacher supervision which was rewarding as well as helpful
Team-teaching
• sharing of ideas and helping a colleague
Filmstrips and record library

****** ******

What Has Happend to Reading?

Report submitted by Ann Cohen
Language Arts Teacher

To answer this question one must inquire into what has happened to books, teachers, principal, children, measurements and finally reading.

At Ludlow central book closets are maintained so individual hoarding is eliminated. A wider distribution of books is possible and a ready and appropriate supply is available for all classes. Advised by Ida Kravitz, book purchasing has been judicious, selective, and intelligent because it relates to the needs and abilities of our children. Maintaining an accurate book inventory, and consulting with Ida Kravitz has resulted in real economy. We are fortunate in our stock of basal, co-basal, and supplementary readers, plus an adequate supply of primary workbooks, Weekly Readers, literature books, social studies, and science books.

Teachers are accepting as valid the IRI testing program and the concept that our children can perform on a higher level than previously, with the aids we have received. The in-service reading program they consider enormously valuable.

Children find it gratifying as they realize that our program is directed to help them become better readers, and that our faculty is keenly interested in their growth. Children who have been in the school three years have had varied opportunities to become acquainted with good literature through the film program, the primary read-to-circulating library, the Ford Foundation book boxes, and the Free Library book boxes.

Any successful program must be supported by the school administrator. Our principal has appreciated the increase in the reading interest and reading improvement of the children and all the contributing factors.

In a comparison of February 1961 and June 1963 IRI results, the reading adjustment teacher and the language arts teacher agree that there has been growth in concept building, word attack skills, oral reading, and comprehension ability. Our statistics indicate that now we have children who can perform at grade level, and that almost all students are indicating growth.

Since children and teachers like to know progress results it seems that now if possible, we should have tests in the study reading skills based on book levels. Perhaps, this would motivate teachers in initiating this part of the reading program early in the term, as well as create interest in making comparable achievement with the I RI results. Moreover, the faculty might be motivated to a better understanding and use of the structured program prepared by the consultants. Teachers and children would welcome a realistic testing program. Also, teachers and children respond to tangible competitive goals.

In the area of concept building teachers utilize "the telling technique" with favorable results. However, how can we encourage greater use of objects, experiences, excursions, pictures, filmstrips and related books?

The work with the enrichment group has been especially interesting. Without the use of basal readers, but employing a structured program in a well-equipped language arts center, the children made better than average gains in reading skills. An effective speaking and writing program based on literature has proved profitable. The whole concept of the language arts center has frequently acted as a "liberating lever" for some of the quiet or withdrawn children. The opportunities for much independent, personal reading motivated many pupils to library interest and membership.

For the teacher it provided a "lab. situation" to experiment with ideas and theories, as well as to provide a place to increase her efforts and skills with new techniques.

***** *****

School-Community Co-ordinators Report 1962 - 1963

I. ADULT GROUPS

A. Home and School Association: The meetings this year were more constructive and informative. The planning committee tried to gear the meetings to what the community was interested in. Three of our most successful afternoon meetings were:

1. Camping for Children, "Day" and "Resident" Camp.
2. Reading and Language Arts - geared to the pre-school child.
3. The Y.M.C.A. and What It Has to Offer.

This term the association also had three evening meetings. Two of these were a combination of "Open House and Evening Meeting", both of which were successful; however the community was quite thrilled at the meeting in which the children presented the whole program. This particular program gave the parents a better idea of some of the things that are being accomplished with our "Beacon Program". I suggest that this be done again this coming term. The other meeting was a surplus food demonstration by Mrs. Lois Davis, Home Making Consultant from the Division of Home Economics. This meeting was a very helpful one; however, the attendance was not as large as we had hoped for.

The "Salute to Teachers Day", Safeties Luncheon, Christmas Luncheon of the Faculty, and the sixth grade party, are annual affairs that were successful as usual.

The fund raising projects, the cookie sale and the hot dog sale were a financial success.

The officers and members of the executive board worked together very well this year. We still have a small working group of parents; however, I do not consider this a disadvantage. There is still a struggle to get parents to attend the general meetings in larger numbers.

B. Discussion Group: One specific change was made. Mrs. James, the school counselor became the Discussion Leader. Without going into detail, I would say that the group had a very good year, after this change was made. There is every assurance that the group will continue next term, with as much or more success.

II. REFERRALS

All referrals are cleared through Mrs. James before action is taken by the co-ordinators. This past term special referral cards were given to the teachers for their use when referring a child to the co-ordinators. These cards were helpful, because it enabled us to keep better records of all referrals. These forms will be used again this term. The co-ordinators have also found that the teachers are clearer about the type of referrals that we are eligible to take care of; however there is still room for improvement.

III. COMMUNICATION

We feel that there should be periodic reports given by the co-ordinators at faculty meetings. These reports should be about our work, various projects that we are undertaking, and progress being made.

IV. COMMUNITY

The community and the co-ordinators relationship is still a good one. This does not mean that the co-ordinators receive full co-operation in the various projects that we undertake. This is understandable because peoples interests vary. There is much to be desired as far as civic pride is concerned, but at least there is a group that is working for the improvement of the community. This group is called The Ludlow Civic Association. They were organized two years ago; however this spring new officers were elected because there was a need for more unity and co-operation. They have a long, hard struggle ahead of them. The school and the co-ordinators are giving the group as much assistance as possible.

V. FACULTY

The faculty has been very co-operative, and there is a feeling of complete acceptance. It would be very helpful to us if suggestions, and constructive criticism would be submitted by the faculty. This would help us in planning our program for the coming term.

****

PROJECTED PROGRAM

1963 - 1964

II. BEACON PROGRAM 1963 - 1964

A. Curriculum

1. Language Arts

a. Continuation of accent upon Reading Program

(1) Reemphasis upon the developmental lesson with additional emphasis upon proper planning.

(2) Concentration upon meaningful independent activities in those classes of more than one reading group.

(3) Intensification of our program towards helping each teacher become proficient in administering the informal reading inventory.

(4) Intensification upon development of comprehension in reading process.

(5) Continuation of Science Research Associates Program in one sixth grade class.

(6) Continuation in the use of the new edition of the Scott-Foresman series in one first year class, and its extension to a second year class.

(7) Development of intensive readiness program in the kindergarten with emphasis upon phonetic sounds, word recognition, knowledge of alphabet.

(8) Use of Follet workbooks in first year class. (emphasis upon phonics).

b. Spelling

Continuation of last year's program

c. Handwriting

Continuation of 1962-63 program.

d. Functional and Creative Writing

Continuation of 1962-63 program with a special effort being made to encourage creativity at every grade level.

e. Spoken Language

(1) This area to receive prime emphasis this year in a program delineated by our Language Arts Consultants.

(2) Special speech activities
Choral speaking group, drama club, special assembly situations.

(3) Use of speech therapist as a consultant.

2. Arithmetic

a. Intensive arithmetic readiness program at first year level.
b. The "New" Arithmetic language.
c. Variety in drill procedures and continuation of "4 - 40 Club" idea.
d. Testing- construction of teacher tests, testing procedures, utilizing results to identify pupil needs.
e. Classroom Grouping for Instruction and accent upon the developmental arithmetic lesson.
f. A Kindergarten Arithmetic Readiness Program

3. Social Studies

a. Implement the new sixth grade section
b. Utilize our trip program to enrich our social studies.
c. Concentrate upon the developing of the Specific Concepts at each grade level as delineated by the guide.

4. The Arts

a. Music

(1) Use of music books in specific third and fourth grade rooms to develop the ability to "read" music.

(2) Use of full classroom sets of Chromatic Bar Bells in selected rooms.

b. Art

(1) Emphasis upon the use of diverse materials and art media.

B. Administration

1. Continued homogeneous grouping of children based upon Reading Ability with the dispersal of the slowest learners among two classes.

2. Single reading groups in classes wherever possible. (Use of Language Arts and Reading Adjustment teachers to siphon certain segments of classes for reading instruction).

3. To make possible continuous reassignment of children, but especially after each reading - testing period.

4. Emphasis upon staff articulation and communication:

   a. Daily bulletins
   b. Weekly newsletter
   c. Monthly calendar
   d. Systematic reports of
      (1) Committee chairmen
      (2) Special project chairmen
      (3) Representatives of various groups
      (4) Permanent Parent representative to faculty meetings.
      (5) Specialized personnel reports

5. Reissuing of revised "Procedures for Teachers"

6. Special instructions in the use of various visual and auditory aids.

7. Student teacher program.

   a. Our goal to expand this program since we recognize it:
      (1) Further develops a professional atmosphere in the school.
      (2) Is a source of new teachers for our system and for Ludlow in particular.
      (3) Motivates children to greater responsibility.

8. Review of homework policies and objectives.

   a. Uniformity in approach
   b. Thoughtful, purposeful content
   c. Systematic checking and use of results

C. Professional Growth of Staff

1. Faculty Meetings

   a. Emphasis upon small group or grade meetings.
   b. Time for special reports.
   c. Time for administrative details and discussion of school problems.
   d. Involvement of community representatives.
   e. Use of speakers, other than from education.
   f. Review of evaluation results and program for 1963-1964.
   g. Review of work of counseling teacher, school-community coordinators, language arts teacher.
   h. Accent upon Human Relations activities as directed by Human Relations Committee.
   i. Review of current literature and practices.
   j. Guests from field of education.

2. In-Service

   a. Orientation of those new to the staff who have not had benefit of the full program.

b. Additional follow-up in the classroom with demonstration and observation.

3. Use of Language Arts and Reading Adjustment teachers.

a. Continuation of 1962-63 program with emphasis upon:
(1) Long-term planning, demonstration, and observation.
(2) "Spot" lessons where needed or specifically requested.

4. Use of Teacher-Consultants

a. As last year, with selection of teachers to be helped, made jointly by the principal and the consultant.
b. Regular luncheon meetings with the group of new teachers.
c. Periodic individual conferences between teacher, principal and the consultant to evaluate progress.

5. Observation Experiences

a. In and out-of-school observation opportunities to be encouraged for entire staff.

6. Exchange of professional ideas, plans, experiments, projects through bulletins and at faculty meetings.

7. Assignment of experienced teachers as mentors and buddies for inexperienced teachers.

D. The Community

1. Clarification of use of school-community co-ordinators.
2. Report to staff of Ludlow Civic Association -
Its objectives, policies, aspirations, plans, successes, and difficulties.
3. Systematic reports to community by school in such areas as: pupil attendance and promptness, appearance and dress, health, homework, enrichment program, Continuous Progress Primary, progress evaluation, value of kindergarten, meetings with teachers, the Home and School Association, the Ludlow Civic Association, use of community services, the area inspection, etc.
4. Involvement in school enrichment program, faculty meetings, and and possible neighborhood homework center.
5. Involvement of Community in Discussion Groups.
6. Involvement of Community in the Area Inspection Program.
7. Home and School Association.
a. Further involvement of Puerto Rican and Caucasian groups.
b. Special evening meeting utilizing an outstanding Spanish speaking guest.
c. Four evening meetings - two of which will be "Open House" types.
d. Use of "Classroom Mothers" in a constructive program.
e. Use of "demonstration lessons" in subject matter areas.

8. Work on enrichment of parents and the assumption by parents of their responsibilities in the enrichment of their children.

9. Focus upon development of a community Human Relations Program.
   a. Have parent(s) serve on school's committee.

10. Adult Education Program
   a. To strive to bring our community school to the Ludlow building.
   b. To extend the subject offerings to various hobby areas.

11. To encourage more home visitation on part of the staff and the administration

E. Special Services

1. Language Arts Teacher
2. Reading Adjustment Teacher
   (Refer to section on Professional Development)

3. Nurse
   (Experiment with a class or classes in correction of health defects utilizing parent interviews by nurse, teacher, and co-ordinator, counselor, and principal where needed. This can possibly be with a second year class, since the health examination is given during the first year of school).

4. Teacher-Consultants
   (See Language Arts and Professional Development sections).

5. Family Living Teacher
   Program tailored to needs of pupils and teachers with specific emphasis upon personal appearance, good nutrition, social living and Human Relations.

6. Other Consultants:
   a. Accent upon devoting larger blocks of time to individual teachers.
   b. Assignment of all consultants on the basis of NEED as well as upon request of individual teachers.

F. Enrichment Program

1. Continuation of regular bus program with accent upon:
   a. Involving ALL classes.
   b. Intervisitation between schools in various communities.
   c. Following the outline of suggested trips at each grade level.
   d. Follow-up of visits in class and/or assembly.
   e. Emphasis upon trips to local library.
   f. Possible introduction of a swimming program.

2. After-school and enrichment programs.
   a. Continuation of programs of recreational and remedial nature.
   b. Establishment of once-a-week classes in choral speaking, and art.

3. Saturday trips
   a. Continuation of two groups of eight weekly visits - one of upper grades, the other of middle grades.
   b. Formal reporting of these trips to the children and to the staff.

4. Story telling enrichment program

   Continuation of 1962-63 activity.

5. Neighborhood Homework Center

   The possible establishment of a center in a community church - led by a teacher with parental assistance.

G. Development of Self Image and Potential.

1. Guest speaker program developed through Human Relations Committee.
2. Systematically bring to teachers and pupils the accomplishments of individuals and classes via assemblies, bulletin boards, or special shows.
3. Provide opportunities for individuals or groups of pupils to speak to assembly groups of all levels.
4. To have staff identify pupils with leadership, academic, art, music, or craft potential and to utilize all school and community resources to develop this potential.
5. To develop a "small group" trip program of pupils of like potential to further develop this potential.

   This group can be led by a teacher, a parent, or a combination of the two.

6. To have the principal, the counseling teacher and co-ordinators visit homes of children with potential to enlist the support of parents, and to give necessary information.

H. Special Projects or Activities

1. It is suggested that school-wide participation in the production of the following activities would serve to develop interest, build morale, inform the community, and improve pupil progress.

   a. Art Fair
   b. Science Exhibition
   c. Writing Festival
   d. Music Festival

2. Assembly Programs

   a. Accent upon interesting, lively, colorful songs.
   b. Bring interesting speakers and programs to pupils.
   c. Bring interesting and outstanding student and class projects and accomplishments to the student body.
   d. Provide impetus for the further development and improvement of self image, human relations, and academic achievement.
   e. Utilize parent and community resources.
   f. To provide music appreciation opportunities.

/m